



Equality & Diversity information & objectives

National and Legal Context

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000);
- Disability Discrimination Act 1995 (as amended in 2005);
- Children Act 1989 (as amended in 2004);
- Equality Act 2010;
- Education and Inspections Act 2006;
- Duty to Promote Community Cohesion, Education and Inspections Act 2006.

1. Aims and Objectives

Hawthorn Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are promoted. We are committed to the development of a culture of inclusion and diversity within a supportive, secure and creative environment. This inclusive ethos allows all those connected to the school to feel proud of their identity and are able to participate fully in school life.

A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to encourage positive relationships with parents, governors and members of the wider community.

1.1 We do not discriminate against anyone on the grounds of their gender, race, colour, religion, nationality, ethnicity, sexual orientation, national origins, social background or disability. This is in line with current legislation and covers both direct and indirect discrimination.

1.2 We promote the principles of fairness and justice for all through the education that we provide in our school.

1.3 We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

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1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning or personal development.

1.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

1.6 We challenge stereotyping and prejudice whenever it occurs.

1.7 We celebrate the cultural diversity of our community and show respect for all minority groups.

1.8 We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

2. Anti-discrimination

2.1 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of discrimination or discriminatory behaviour. Should a discrimination incident occur, we will act immediately to prevent any repetition of the incident.

2.2 We endeavour to make our school welcoming to all groups. We promote an understanding of different cultures and backgrounds through the topics studied by the children, and we reflect this in the displays of work shown around the school.

2.3 Our curriculum reflects the attitudes, values and respect that we have for all groups.

2.4 Should anyone at our school be a victim of discrimination, we will do all we can to support that person in overcoming any difficulties they may have.

3. The Role of Governors

3.1 The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

3.2 The governing body seeks to ensure that no one is discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities. We do this by following the Local Authority's policy on recruitment.

3.3 The governors welcome all applications to join the school, whatever background or disability a child may have.

3.4 The governing body ensures that no child is discriminated against whilst in our school. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

4. The Role of the Head Teacher

4.1 It is the Head Teacher's role to implement the school's equal opportunities and anti-racist policy and s/he is supported by the governing body in so doing.

4.2 It is the Head Teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

4.3 The Head Teacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

4.4 The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

4.5 The Head Teacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

5. The Role of the Class Teacher

5.1 The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

5.2 Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.

5.3 Monitor achievement data by ethnicity, gender and disability and action any gaps.

5.4 Take account of the achievement of all pupils when planning for future learning and setting challenging targets.

5.5 Ensure equality of access for all pupils and prepare them for life in a diverse society.

5.6 Select materials that reflect the diversity of the school population and local community in terms of race, gender and disability, without stereotyping. Teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature.

5.7 When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.

5.8 All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book, and draw them to the attention of the Head Teacher. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

6. Monitoring and Review

6.1 It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the Head Teacher to report to governors on the effectiveness of this policy;
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour policy and number of exclusions, so those pupils from minority groups are not unfairly treated.

Hawthorn
Primary School